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ABSTRACT

Extending the school year and incorporating global education into the curriculum are two educational innovations that have developed in response to demand for improved educational quality. This handbook profiles how educators and parents in Greensboro, North Carolina, planned Brooks Magnet School and implemented its 210-day, year-round calendar, and global curriculum supported by emerging technologies. The handbook describes program implementation, activities, community resources, and outcomes. The school featured the use of educational technology, such as CD-Rom databases, to carry out global-classroom projects. The results exemplify the basics of good teaching. Students are involved with issues they regard as vital; with explanations of human differences; with the technology of information access; in planning areas of study; in applying ideals of fairness, equity, and justice; in real-life experiences; in heterogeneous groups; and in reflecting on their own lives and beliefs. A list of resources--organizations, CD-Roms, and World Wide Web URLs--are included. (LMI)

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